PROGRAMACIÓN 3º ESO 2019-2020
VERSIÓN CANTABRIA

INGLÉS SECUNDARIA

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1. INTRODUCTION

There are many reasons to learn English, but one is the most motivating for our students: **English is part of their world.** It is present for example in ads, songs, sports or Internet, just to mention some examples. However, many other reasons could be mentioned to justify the existence of this subject as we will see now.

The influence of the **Common European Framework of Reference** has also had a great impact. The European Union has defined itself as a multilingual community and therefore, it is obvious that Secondary Education curriculum will offer our students the possibility to study at least two languages. In addition, English is nowadays a **lingua franca**, an invaluable tool for communication between different places, cultures and life styles and an essential requirement when looking for a job or getting a degree. It is for that reason that we should encourage our students not to give up this subject in subsequent years.

To finish with this introduction, it is essential to mention here the cornerstone of all English teaching programmes: the **COMMUNICATIVE COMPETENCE**, that is, how our students can understand and produce oral and written messages related to daily conversations and interactions. That is, how to use language in real contexts. All this teaching programme has been designed and planned with one idea in mind: the acquisition of this competence, as well as the objectives and competences outlined in this syllabus.

2. JUSTIFICATION

   a) GENERAL JUSTIFICATION

   As the Organic Law 8/2013 of the 9th December of Improvement of Quality of Education, from now on (LOMCE) states, that only an integrating, demanding and inclusive educational system guarantees equal opportunities that promote the welfare of a country. The Article 27.2 of the Spanish Constitution states that: “… **Education shall be directed to the full development of human personality**…” Therefore in the twenty-first century society, education must prepare students to live in a world increasingly international, multicultural and multilingual.

   b) LEGAL FRAMEWORK

   The National legislation LOMCE in Secondary Education for the course that this syllabus is targeted is:
• **The Article 27 of the 1978 Constitution**, which proclaims the right to education. The Constitution contains the basic guidelines, governing all legislation in educational matters.

• **The Organic Law 2/2006 of the 3rd of May** in its new redaction given by **the Organic Law 8/2013 of the 9th of December**, for the improvement of educational quality (from now on LOMCE)

• **The Royal Decree 1105/2014 of the 26th of December** has been used which establishes the basic curriculum of Compulsory Education and Baccalaureate.

• **Order ECD/65/2015, of the 21st of January**, with describes the relations among the key competences, contents and assessment criteria of Secondary Education, and Baccalaureate.

The legislative references of Cantabria that I have used in this syllabus are summarised as follows:

• **Decree 38/2015, on 22nd of May**, which establishes the curriculum of the Compulsory Secondary and Baccalaureate in the Autonomous Community of Cantabria.

• **Order ECD / 18/2016**, on March 9th, which establishes the conditions for the evaluation, promotion and obtaining of the degree in Compulsory Secondary Education in the Autonomous Community of Cantabria.

• **Decree 78/2019**, on May 24th, which establishes the organization of the attention to diversity measures in public and private schools that offer non-university education in the Autonomous Community of Cantabria.

When we talk about the legislative framework, we are talking about the first level of curricular concretion. Specifically, the main aim of the LOMCE is to get integration. That is why its curriculum is designed on a flexible way and always bearing in mind functionality during the teaching and learning process.

Depending on this area, this law talks about a personalized education. We, as teachers, should pay attention to those students with special needs as well as the diversity and particular features of our pupils. Consequently, tutorials and counseling have to be the responsibility of all teachers.

Thirdly, the general organization of the ESO will be treated. The compulsory secondary education is organized in different subjects, and it has two cycles: the first
a) UNIT 1: LET’S LISTEN TO MUSIC

- **TIMING:** 7 fifty-five minute teaching sessions (1st term).
- **JUSTIFICATION:** This unit tries to foster in our students a taste for different kinds of music as a means of catering for diversity and showing respect to varied music styles. As teachers of English, we cannot deny the importance of music and lyrics as a means of instilling our student into the study and knowledge of a foreign language.

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1. INTRODUCTION. AIM. SESSIONS AND TERM.

All the contents, objectives and assessment criteria are the ones mentioned in the Decree 38/2015, on 22nd of May; which establishes the Compulsory Secondary Education. I would like to remember that this didactic unit which is called “MUESTRA SESGADA” is for a 3rd ESO Group. It is interesting to note that the classroom in which this didactic unit is going to be developed is not very big so we have to make a deliberate organization of the space so that each student feels comfortable in the class. Also, my class is very talkative, so a conscious selection of the disposition in the classroom will prevent additional misbehaving.

AIM: The world is being seriously damaged and the consequences are getting more and more serious. We should promote habits such as recycling or controlling the food waste.

It is going to be taught in the 3rd TERM.

It consists of 8 fifty-five teaching sessions.

2. PRESCRIPTIVE ELEMENTS IN THE DIDACTIC SYLLABUS

Now, as you can see from the syllabus, I have provided a chart in which the didactic aims, the assessment criteria, the standards, key competences and assessment tools are perfectly interwoven. I am going to describe them in further detail:

2.1 DIDACTIC AIMS

As you can see, I have provided the following didactic aims, for example:

- To write texts related to the students’ needs, in this particular case, to complete a questionnaire related to environmental issues.
- To produce oral messages concerning environmental problems and interviewing a member of a green association.
- To understand oral information of environmental messages and carrying out a pair-dictation.
- To use the grammatical contents/vocabulary connected with this unit: The Passive Voice (Present Simple and Past Simple)
- To show a respectful attitude towards the environment, being aware of how important is to preserve it in the best conditions.
2.2 CONTENTS AND SESSIONS.

These contents are set out in the Decree 38/2015, on 22nd of May. The contents are divided into 4 separate blocks.

- **BLOCK 1**: Comprehension of oral texts.
- **BLOCK 2**: Production of oral texts: expression and interaction.
- **BLOCK 3**: Comprehension of written texts.
- **BLOCK 4**: Production of written texts: expression and interaction.

To show the activities, I am going to show you the sample sessions I have prepared for this unit. In these sessions I have organized the different activities and its timing following this basic scheme:

- **Warming-up activity**: It introduces the topic that is going to be worked in class. It usually lasts 10 minutes more or less. We will explain how the exercise is going to be carried out and why it is important for our students.

- **Core activity**: It can be divided into two different parts to introduce different activities. The duration of the core activity is 35 minutes more or less. As it happens with the warming up activity, we have to explain how the exercise is going to be carried out and why is it important.

- **Winding-up activity**: It enables to fully understand the homework assignment they have to do for the following day. We follow the same pattern; explain the how and the why.

From these sessions, you can see the different activities I have provided, as well as the justification for its presence. Important to note that I have tried to provide the four skills in context plus grammar and vocabulary and that the progression of contents go from the easiest to the most difficult, that is, there is a coherent progression of contents until we reach the last session. No need to say that the last session entails a revision of the contents seen during this didactic unit.

A model of organization of these sessions is going to be explained now.

*(YOU WILL FIND THE REAL EXERCISES ON ANNEX 12: MATERIALS FOR “MUESTRA SESGADA”*. ON THIS ANNEX, YOU WILL FIND MORE EXERCISES THAN THE ONES ORGANISED IN THESE SESSIONS. IT’S UP TO YOU TO VARY THE EXERCISES OR THE ORGANIZATION. WHAT YOU WILL FIND HERE IS ONLY A PROPOSAL.

**SESSION ONE: CELEBRITIES GOING GREEN!**
ANNEX 12: MATERIALS FOR “MUESTRA SESGADA”
You are a fan of Leonardo DiCaprio's work with environment and you want to tell him some ideas you have to improve our world. Write an e-mail to his club/green association. Don’t forget to use the structures we saw on unit one for writing e-mails. Good luck!

What do you think about famous people going green? Watch the following video and discuss with a partner. Then pool your ideas to the rest of the class.
You are going to listen to Michael Jackson's "The Earth's Song". You are going to fill-in blanks with lyricstraining, and then you have to talk about what is the message of the song.

Projects:
- Sign or poster
- Pamphlet
- Bulletin board
- Photo gallery

Topics:
- Environmental issues
- Recycling
- Pollution
- Energy saving

GUIDELINES: